

**BCC LAB SCHOOL
INFANT CURRICULUM**

**SAMPLE LESSON PLANS OF
WEEKLY INFANT CLASSES AND MONTHLY
PARENT EDUCATION CLASSES**

**INCLUDING: PARENT EDUCATION TOPIC LIST WITH RESOURCES
AND DAYTIME TOPIC RECOMMENDATIONS**



UPDATED 7/07

YOUNGER INFANT NIGHT MEETING TOPICS/RESOURCES

The day and night topics are tailored to the needs of the group and curriculum is adjusted as needed. The parent education day and night meeting curriculum differs from the Older and Younger Infant classes. The young infant classes cover nutrition during both day and night classes. The older infant groups explore discipline in greater detail at a night meeting. The younger infant class combines the parenting styles topic with some of the discipline topic at a night meeting.

I. Orientation

Resources: Orientation Module
BCC Lab School Infant Parent Handbook
Helping Babies Learn, Furuno, Reilly et.al.

II. Topic: Bonding & Attachment, and Emotional Development

Resources: Emotional Development Module II pp. 19-67,
Emotional Development Model I pp. 2-19, Sections I, II, and III
First Feelings, Greenspan,
The Essential Partnership, Greenspan,
Your Child's Self Esteem, Briggs
Raising an Emotionally Intelligent Child, Gottman
Becoming the Parent You Want to Be, Davis & Keyser
The Happiest Baby on the Block, Karp
BCC Lab School Infant Parent Handbook

III. Topic: Development- Social, Emotional, Cognitive, Physical

Emotional Development Module I, Psychosocial
Erickson pp. 225-230
Social Development Module Social Dev. - Gesell pp. 19-23
Social Development Module Psychosexual – Freud pp.24-25
Social Development Module Cognitive Dev. – Piaget pp. 26-27
Helping Babies Learn, Furuno, Reilly et.al
Parenting Young Children, Dinkmeyer, McKay & Dinkmeyer
Your Child's One Year Old, Ames & Ilg
Your Child's Two Year Old, Ames & Ilg
Becoming the Parent You Want to Be, Davis & Keyser
The Happiest Baby on the Block, Karp
Winning Ways to Talk to Children, Brevard County Agricultural and Extension Services (633-1702)
Touchpoints: Birth to Three, Brazelton
Touch a Heart, Teach a Mind: Brain Smart Ways to Build Bonds, Bailey
BCC Lab School Infant Parent Handbook

Brain Development, Sensory Integration
Resources: Physical Development Module,
The Out of Sync Child, Kranowitz
Sensory Integration and the Child, Ayres
Infant Massage, Schneider
Physical Activities for Improving Children's Learning and Behavior, Cheatum & Hammond
Easy to Love Difficult to Discipline, Bailey

IV. Topic/Event: Social, Holiday Stress,
Resources: Family Development Module, pp. 108-113,
Physical Development Module II p. 51, 52.

V. Topic: Temperament of Parent and Child
Resources: Social Development Module, pp. 91-104
Know Your Child, Thomas, Stella, & Chess,
Gifts Differing, Understanding Personality Types, Keirsey & Bates,
The Difficult Child, Turecki
Becoming the Parent You Want to Be, Davis & Keyser, pp.10-11
BCC Lab School Infant Parent Handbook, Section VI

VI. Topic: Communication Skills, Relationship Strengthening
Resources: Emotional Development Module II. pp 56-94, 19-67
Systematic Training for Effective Parenting, Dinkmeyer, McKay
Setting Limits, Mac Kenzie,
Parenting Young Children, Dinkmeyer, McKay & Dinkmeyer
Men are From Mars, Women are from Venus, John Gray
Relationship Rescue, McGraw
Imago Connects, The Sense of Love, Couple's Handbook and /CD
How to Talk So Kids Will Listen, Video kit

VII. Topic: Parenting Styles, Goals and Expectations of Parents, Values,
Discipline: A Positive Parenting Approach
Resources: Social Development Module (pp.83-90)
Emotional Development Module, pp. 197-213, 131-135,p. 267,
BCC Lab School Infant Parent Handbook, Section VIII
Social Development Module pp.119-122,
Guidance and Discipline Module pp.2-10, 22-36, pp. 113, 116-120, Systematic
Training for Effectiveness Training, Dinkmeyer,
Parenting Young Children, Dinkmeyer
Becoming the Parent You Want to Be, Davis & Keyser
Easy to Love Difficult to Discipline, Bailey
The Happiest Toddler on the Block, Karp
10 Steps to Positive Discipline, Bailey
BCC Lab School Infant Parent Handbook, Section VIII

VIII. Nutrition

The surprising Power of Family Meals, Weinstein

Just Two More Bites, Helping Picky Eaters Say Yes to Food, Piette

Brevard County Agricultural and Extension Services (633-1702)

Physical Development Module, pp. 15-39

Becoming the Parent You Want to Be, Davis & Keyser pp. 152-175

BCC Lab School Infant Parent Handbook, Section II

IX. Sleep

Physical Development Module, pp. 5-13

Solve Your Child's Sleep Problems, Richard Ferber

Healthy Sleep Habits, Happy Child, Marc Weissesbuth,

To Listen to a Child, Brazelton

Helping Babies Learn, Developmental Profiles and Activities for Infants and

Toddlers, Furuno, O'Reilly et al

The Happiest Baby on the Block, Karp

Touchpoints Three to six, pp. 432-439

BCC Lab School Infant Parent Handbook, Section X

X. Language Development

Cognitive Development Module (Language),

Animal Signs: A First Book of Sign Language, Siller

Early Listening Skills, Williams

Time to Sign with Children, Hubler, book and video

Speck updated 7/19/07

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Updated/speck/7/19/07

INFANT DAY CLASS LESSON PLAN

The infant daytime classes include the following components:

♥ **ART/TACTILE ACTIVITIES**

The same art activity can be used consecutively for two weeks or the second week a variation of the same activity can be added.

Tactile activities are available each day such as a large sensory container with rice, bird seed, water etc. The container can be placed on the floor and on a table for those who are ready for this. Play dough is available everyday for the Older Infant group.

♥ **FUN TRAIL (Gross Motor Activities)**

Use the same fun trail two weeks consecutively to provide an opportunity for mastery. Have a minimum of three fun trail activities- include a vestibular activity, proprioceptive activity, and try to offer plenty of tactile opportunities on the trail. Offer eye hand coordination activities as well.

♥ **MUSIC: (Songs, Movement, Games, Finger plays)**

Repeat the same core songs and finger plays, but add a new song/finger play or movement twice monthly. Use hello and goodbye songs each day.

♥ **TOPICS, KEY POINTS, DISCUSSION,**

A topic or key point should be part of the daily curriculum. Use flexibility with how to present the topic and keep the needs of your group in mind when planning the day time. Topics may be presented during circle time or snack time.

♥ **Special Events, Guest speakers, Field Trips**

Plan one field trip per semester. The destination should be within 20 minutes of the school. Field trips to local parks are highly recommended.

Day time guest speakers should be cautioned to limit the topic to 15 minutes in most situations. Prepare the parents for the change in schedule. Have plenty of toys and activities available for the babies while the guest speaker is presenting.

♥ **SNACK**

Consists of a healthy snack for the children

♥ **OUTSIDE PLAYGROUND**

Supplement with age appropriate equipment and supplies.

Caution parents to keep a close eye on the children during the daytime class.

INFANT DAYTIME TOPICS

How is a topic introduced during the daytime infant classes? A topic can be introduced in a variety of ways and is tailored to the needs of your group. One method of topic introduction includes placing a variety of age appropriate toys in the center of the circle during circle time for the children to explore while the educator facilitates a topic (the sensory box is a big hit with the babies). Another possible time for topic discussion could occur during snack time. Extended discussion occurs individually or in small groups though out the day as permitted.

The babies will always be within eyesight of the parents during topic time and through out the day at Lab School. If the environment permits, close the door to keep the babies from wandering away from the circle. The key is to provide a variety of activities and toys that will hold the babies interest during the discussion.

It is beneficial to have a visual posted conveniently for the parents to see during discussion. A visual helps keep the parents on task and can update the parent who may arrive late to class. A handwritten document on newsprint can serve the intended purpose of providing a visual for the parents. While it can be very challenging to facilitate a topic during the daytime classes; the discussion is an integral part of our infant classes.

Topics include but are not limited to the following:

Activities to do at home with baby

Ages and Stages Questionnaires

Babysitters

- ♥ How is it beneficial to have a babysitter?
- ♥ Where to find a babysitter
- ♥ What to look for in a babysitter

High/scope Curriculum

- ♥ Routine
- ♥ Active Learning
- ♥ Forming meaning relationships
- ♥ Setting up the environment

Literacy

- ♥ Story time at Lab School
- ♥ Book Selection
- ♥ Benefits of reading to your child

Nutrition

- ♥ Mealtime
- ♥ Weaning
- ♥ Introducing Solids
- ♥ Healthy eating
- ♥ Food Allergies
- ♥ Picky eaters
- ♥ Snack guidelines at Lab School

Play

- ♥ The importance of play
- ♥ Peek a Boo- what does it teach
- ♥ Taking turns
- ♥ Sharing and ownership of toys

Sleep

- ♥ Bedtime and naptime Rituals
- ♥ Sleep schedules
- ♥ Night terrors, night mares
- ♥ Sleep States
- ♥ Young infants & Sleeping on back
- ♥ Sleep and the relationship of developing dependence
- ♥ Sleep expectations and parental conflict

Infant Behaviors

- ♥ Head banging
- ♥ Biting
- ♥ Hitting
- ♥ Temper Tantrums
- ♥ Sharing

Sensory Integration

- ♥ Fun Trail
- ♥ Sensory Activities at home and school
- ♥ Benefit going to parks
- ♥ Auditory Development
- ♥ Sense of Smell
- ♥ Visual Development
- ♥ Tactile System
- ♥ Proprioception
- ♥ Vestibular System
- ♥ Infant massage
- ♥ Oral Motor Development
- ♥ Fine Motor Development
- ♥ Gross Motor Development

Music and Movement

- ♥ Rhyming
- ♥ Steady Beat
- ♥ Dancing
- ♥ Fingerplays

Safety at home

- ♥ Child proofing
- ♥ Pool Safety
- ♥ Car Seats

General Development

Parenting styles (permissive, democratic & authoritarian)

Discipline-

- ♥ Positive Parenting
- ♥ What is the behavior related to:
- ♥ Breathe
- ♥ Controlling environment
- ♥ Scheduling quiet time
- ♥ Sports casting
- ♥ Distraction
- ♥ Consequences (Natural and Logical)
- ♥ Quiet time
- ♥ Problem solving strategies
- ♥ Ignoring Negative Behaviors

Attachment and Bonding and Floor time

- ♥ Building strong relationships with baby
- ♥ Responding to babies needs
- ♥ Answorth studies
- ♥ Floortime implementation and modeling

Lab School

- ♥ Parent Co-op aspect of program
- ♥ Role of Parent council
- ♥ Overview of program- locations, class offerings
- ♥ Billing issues
- ♥ Scholarship fund

Emotional Development

- ♥ Promoting self-esteem
- ♥ Emotions-feelings
- ♥ Fears
- ♥ Anger
- ♥ Crying, soothing, expression
 - The 5 S's
 - Pacifiers
- ♥ Teaching Empathy

Cognitive Development

- ♥ Importance of play
- ♥ Toys
- ♥ Object Permanence
- ♥ Separation Anxiety
- ♥ Fostering creativity

Learning Styles/Multiple Intelligence

Multiple Intelligences

(Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Interpersonal, Intrapersonal, Naturalist)

- ♥ Importance of "being there" hands on experiences

Holidays & Traditions

- ♥ Blending family traditions
- ♥ Stress reducers

Health of Baby

- ♥ Immunizations
- ♥ Dental Development and Care of Teeth
- ♥ Teething
- ♥ Shaken Baby Syndrome
- ♥ Sudden Infant Death Syndrome
- ♥ First Aid
- ♥ CPR
- ♥ Choking Hazards
- ♥ Illness Policy of Lab School
- ♥ Hearing Screening
- ♥ Protecting baby in the sun
- ♥ Water Safety

Relationship Strengthening

- ♥ Taking time for self, time for couple
- ♥ Communicating in adult relationships

Spacing Children

Roles

- ♥ Motherhood
- ♥ Fatherhood
- ♥ Grandparents

Sibling Issues

- ♥ Preparing for the new baby
- ♥ Preventive strategies for sibling rivalry

Speech and Language Development

- ♥ Oral Motor activities at home and school
- ♥ Baby signing
- ♥ Time to sign
- ♥ Communicating with baby

Temperament

- ♥ Nine Traits
- ♥ Transition
- ♥ Temperament types
- ♥ Goodness of Fit

Toilet Training

- ♥ Signs of readiness
- ♥ Pressure from others

Toys

- ♥ Selection of toys
- ♥ Fostering creativity
- ♥ Toy safety

EMOTIONAL DEVELOPMENT

Possible ice-breakers:

Books- Mamma If You Had a Wish, Jean Modesitt, My Many Colored Days, Dr. Seuss

Songs- If You're happy and you know it,

Poems- Wonderful Woman Who Lived in a Shoe, Becky Bailey

Slow Dance-attached

Discuss- Attachment and Bonding

Bonding occurs when an infant knows his needs will be met in a constant, caring, predictable manner. Bonding is created in an environment of warmth, security and trust.

Mary Ainsworth Studies- Secure, Ambivalent and Avoidant attachment

Emotions

Development of emotions- what to expect for the first two years

Review Parent handbook Section V. pages 7-11

Discuss which emotions are difficult for parents

What are acceptable ways to express emotions in your family?

Floortime- See Floortime Video and Infant handbook

- ♥ Describe 5 Steps to Floortime
- ♥ Benefits of Floortime and when to implement at school and home
- ♥ Floortime stages one, two, and three (Engagement, Two Way Communication Shared Communication)

Discuss the FIVE STEPS TO EMOTION COACHING

1. Be aware of the child's emotion
2. Recognize the emotion as an opportunity for intimacy and teaching
3. Listen empathetically and validating the child's feelings
4. Help the child verbally label emotions
5. Set limits while helping the child problem-solve

FOUR STYLES OF PARENTING- Describe and give examples of each

1. THE DISMISSING PARENT
2. THE DISAPPROVING PARENT
3. THE LAISSEZ-FAIRE PARENT
4. THE EMOTION COACH

The Emotion Coach uses emotional moments as a time to:

- ♥ **listen to the child**
- ♥ **empathize with soothing words and affection**
- ♥ **help the child label the emotion**
- ♥ **offer guidance on regulating emotions**
- ♥ **set limits and teach acceptable expression of emotions**
- ♥ **teach problem solving skills**

Emotion Coaching:

- ♥ **values the child's negative emotions as an opportunity for intimacy**
- ♥ **can tolerate spending time with a sad, angry, or fearful child; does not become impatient with the emotion**
- ♥ **is aware of and values his or her own emotions**
- ♥ **is sensitive to the child's emotional states, even when they are subtle**
- ♥ **does not poke fun at or make light of the child's emotional expression**
- ♥ **does not say how the child should feel**
- ♥ **does not feel he has to fix every problem for the child**

Slow Dance

Have you ever watched kids
On a merry-go-round
Or listened to the rain
Slapping on the ground?
Ever followed a butterfly's erratic flight
Or gazed at the sun into the fading night?
You better slow down.
Don't dance so fast!
Time is short
The music won't last.

Do you run through each day
On the fly?
there.
When you ask "How are you?"
your
Do you hear the reply?
When the day is done,
Do you lie in your bed
With the next hundred chores
Running through you head?
You'd better slow down.
Don't dance so fast!
Time is short.-~
The music won't last.

Ever told your child,
"We'll do it tomorrow",
And in your haste
Not see his sorrow?
Ever lost touch,
Let a good friendship die
Cause you never had time
To call and say "Hi"?
You'd better slow down.
Don't dance so fast!
Time is short.
The music won't last.
When you run so fast to get somewhere
You miss half the fun of getting
When you worry and hurry through
day,
It is like an unopened gift...
Thrown away...
Life is not a race.
Do take it slower.
Hear the music
Before the song is over.

Infant Night Classes (see Social Development Module)

Topic – Bonding, Attachment, Separation

Important Concepts:

1. What is bonding and attachment?
2. Stages of attachment and separation
3. Process of attachment i.e. importance of face to face position, touching
4. Influences to bonding
5. Enhancing attachment
6. Attachment as a process
7. Importance of separation- Infant Handbook Section V, p. 15
8. Floortime philosophy and interaction Infant Handbook, Sec. V, p. 1-4

Additional Reading:

1. Klaus and Kennell, Maternal-Infant Bonding
2. Brazelton

Experiential learning:

1. 3 legged race
2. Pop the balloon
3. Game of attachment and separation

INFANT NIGHT CLASS

Topic: Basic Communication Skills

Concepts:

Overview of Emotional interactions p. 2 Emotional Development Module II

To communicate successfully four kinds of learning are needed:

- a. Control over motor discharge.
- b. Rhythm of attention and withdrawal.
- c. Ability to imbed important signals.
- d. Imitate and enlarge upon signals of others. pp. 32-36

Five channels of communication pp. 68-71

- a. Protective and interventive.
- b. Directive.
- c. Requestive.
- d. Nurturative.
- e. Emotive.

Listening Skills.

Activities:

Choose from various experiential learning activities Emotional Module II pp. 168-178, p. 76. Pick the most appropriate for your group.

INFANT DAY CLASS

Topic: Building a child's self-esteem

Concepts

1. Self-esteem is the sum total of the positive feelings we have about our body and our personality and the ability we have to relate to the world.
2. How to develop a positive self-concept.
3. How to produce a child with high self-esteem.
4. Guiding your child to develop feelings of positive self-worth p. 126-131 Emotional Development Module II.

Activities:

1. Provide toys that will give satisfaction to the child and will show mastery and achievement of a task i.e. blocks/plastic animals that can be dropped into a plastic jar and emptied out; All About Me" books (make and take picture books with pictures of favorite people, places, toys)
2. Use the child's name in songs during music time.
3. Sing favorite songs during music time
4. Read child's favorite books during reading time
5. Send tactile/art activities home and ask parents to place in prominent place

Updated 7/30/07

Infant Night Class

Topic: Cognitive Development— use Cognitive Development Module:

Learning and Creativity

Concepts:

1. The developing brain includes critical periods and opportune times.
2. Piaget's theory of cognitive development
 - a. sensorimotor stage (birth—2 years)
 - (1) Major acquisitions
 - (a) Ability to coordinate and integrate information from the senses
 - (b) The capacity to recognize that the world is a permanent place -object permanence.
 - (c) Ability to exhibit goal-directed behavior.
 - (2) Substages of sensorimotor stage.
 - (a) Reflexes—birth— 1 mo. i.e. Baby refines sucking reflex.
 - (b) Primary circular reactions 1-4 mos. i.e. thumbsucking – by mistake puts thumb in mouth, likes it, and tries to put thumb in mouth.
 - (c) Secondary circular reactions 4-8 mos. Now interested in results of actions; concerned with objects outside of self i.e. shake a toy to hear the noise.
 - (d) 8-12 mos — Infant can solve simple problems— more goal directed behavior i.e. can find electric socket.
 - (e) 12-18 mos - tertiary circular reactions— the infant experiments with what has already been learned and tries to do something new.

3. The myth of the “superbaby” vs. Lab School.
4. How children -learn include play, creativity, problem-solving skills. Infant handbook, Section V, p. 16, 21 - 27
5. Learning styles p. 215 Cognitive Development
6. Hemispheric dominance.
7. Memory

Activities:

1. Test for hemispheric dominance pp. 302—303 module (C.D.)
2. Old memories (Family Development Module.)
3. Describe your own learning style to your mate.

Infant Day Class

Topic: Cognitive Development

Concepts:

1. What is Intelligence?
2. How can we provide a stimulating environment for our children?
3. How do children learn to think?
4. How do we encourage creativity?
5. How to help children learn?
6. Discuss learning styles.
7. The parent's role as the child's first teacher.
8. Becoming a partner in your child's education.

Activities:

1. Use parts of observation sheet on pp. 217—220 Cognitive Development Module and have parents observe their children
- 2, Provide activities/toys that stimulate problem-solving skills i.e. nesting toys, shape sorter, puzzles, cause and effect toys
3. Imitation activities.

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Infant Day Class— Social Development Module

Topic: Social Interaction of Younger and Older Infants

Important Concepts:

1. Behaviors that describe social interactions of younger infants
Social Dev. Module p. 6 or behaviors that describe interactions of older infants p. 7
2. Socializing among children, Section V. Infant Handbook pp. 7-11, 28-42 Soc. Dev. Module p. 19
3. The concept of sharing- give examples and role model desired behavior

Special activities for babies and parents

1. Provide a list of the behaviors on S.D. Module, p. 7 and discuss as child uses one of the behaviors
2. Toys that two babies sit on/ride on, (rocking boat, wagon)
3. Demonstrate behaviors to use when children won't share
4. Do week #1 of p. 60 SD Module
5. Play taking turns games such as rolling a ball back and forth with infant- exaggerate "First it's babies turn, then it's mommy's turn."
6. Provide more than one copy of the same toy during class
7. Complete questionnaire Infant Parent Handbook Sec. V., pp. 28, 31, 32

Updated 7/30/07

Infant Day Class (Physical Development Module 11)

Safety and First Aid

Concepts: Discuss: Safety in the Home and School Environments

1. It is the baby's job to explore the environment and our job to make it safe.
Handouts: P.D. Module II, choking information, seizure information not current in PD module pages 60-63, See Infant Handbook Section X,
2. First Aid for:
 - a. Burns
 - b. Bites and Stings
 - c. Bleeding
 - d. Bumps
 - e. Head injury
 - f. Toddler's Elbow
 - g. Fractures
 - h. Poisoning
 - i. Infection
 - j. Choking
 - k. Drowning-need to learn C PR
3. First Aid Kit: Keep one in the home and in the car, make or buy a kit
4. Blood born pathogens
5. Hand washing procedures at Lab School
6. Coughing and sneezing procedure
7. Review sickness policy

Updated 7/30/07

Infant Day Class

Topic: Halloween and other Holidays

Concepts:

1. Is Halloween too frightening for older infants?
2. Memory and Object Permanence
p. 52, p. 72, p. 89 Cognitive Development Module
3. Parent as child advocate
4. Why do we maintain our daily routine at Lab School?
5. Are costumes safe? How will my child respond to costumes including santa, Disney characters, an Easter bunny?

Special Activities:

1. special fall songs and fingerplays
2. sensory play with tactile input (jello, rice, textures, play dough, water, bubbles)
3. bobbing apples (water play)
4. Jack in the box
5. surprise toys (reach in the box and pull out a surprise)
6. flashlight
7. Peek-a-boo masks with mother plates and sticks

Updated 7/30/07

INFANT DAY CLASS

Younger Infants:

Topic: Schedules

1. Schedules-
 - a. Does a baby need to be on a schedule?
 - b. What does a schedule mean?
 - c. Pitfalls and problems.
 - d. Knowing your baby's temperament and rhythm.
 - e. How do you fit into each other's schedule?

Topic: Communication

1. Developing Intentional Communication.
 - a. See Greenspan pp. 62-82 and Emotional Development Module I, pp.13-20

Topic: Crying

1. What does it mean when a baby cries? Emotional Development Module, the Happiest Baby on the Block, Karp
2. What is colic?
3. The calming reflex
4. The 5 S's- Swaddling, Side(Stomach), Shhhing, Swinging, Sucking, The Happiest Baby on the Block, Karp

Updated 7/31/07

Infant Night Class (Physical Development Module II)

Topic: Sensory Motor Integration

Concepts

1. What is Sensory Integration?
2. Why is it important?
A child's adaptive responses are motor rather than mental; therefore, the first seven years are the years of sensory-motor development.
3. The development of the sensory-motor system-concentrate on the ages of your classes in Jean Ayres's book, Sensory Integration and the Child pp. 15—22.
4. What are the signs of deficiencies in the sensory motor system? See The Out of Sync Child, Carol Kranowitz. What does it mean to under or over process sensory information?
5. Play is the work of the child – How can the parent help the child play?

Activities:

1. Design several funtrails/obstacle courses to increase the development of sensory motor skills.
2. Discuss play activities you can do at home that would help the sensory motor skills of your child.
3. Discuss observations from day classes.

Additional reading;

1. Ayres, Jean, Sensory Integration and the Child

Sensory Profiles
(excel document)

The Five Components of the Sensory Integrative Process
(powerpoint document)

Infant Day Class (P.D. Module)

Topic: Tactile Stimulation

Concepts:

1. The importance of tactile stimulation:
 - a. The tactile System is the largest sensory system and influences physical and mental behavior.
 - b. Without a great deal of tactile stimulation on the nervous system does not develop in a balanced way.
2. What activities will enhance the tactile system?
3. What does tactile defensiveness mean?

Activities to stimulate touch:

1. Body rubdowns/massage
2. Sensory play: water, rice, bird seed, shaving cream, pudding, etc.
3. Various floor surfaces
4. Varied textured toys
5. Games using gloves, mittens, socks, over hands feet to create new sensations
6. Make masking tape “tattoos” and apply to different body parts
7. Wrapping in a sheet or blanket
8. “Tug boat”— laying down on a spread and gently pulling the child
9. “Steam roller”— Roll a ball over the child as he lies prone or supine— do not roll the ball over neck or head.

Updated 7/31/07

Infant Day Class
(Physical Development Module)

Topic: Proprioception

Concepts:

1. What is the proprioception system?
 - a. Proprioception is the sensory information received from the joints and muscles when bending, stretching, straightening, pulling, lifting, pushing, etc. It tells the position of our body parts.
2. From touch and movement a sense of self, body, and eventually, a sense of control over one's own space are developed.
3. When movement is not normal, or touch information feedback is faulty, body image may be affected.
4. A sense of well being and control enable us to explore, learn, and reach out to our world. The world can be frightening when this is interrupted.
5. Awareness of joint and muscle movement start prior to birth.
6. The ability to use our body to control and interact in our world is vital. This enables us to learn new movement skills and build a sense of self.

What are some indicators of poor body concept/awareness?

- a. Cannot find body parts
- b. Has difficulty with new motor tasks
- c. Bumps into objects/walks over other children
- d. Exhibits poor spatial judgment of distance/direction
- e. Is easily frustrated, over reactive, emotionally sensitive

The following activities are suggestions for stimulating proprioception.

Bouncing
Jumping & Hopping
Climbing
Heavy work: Lifting, scrubbing, and carrying
Pushing-pulling: wagon, push cart doll stroller, tug of war
Punching bag, pillow or clown
Kicking
Throwing
Stomping
Deep massage
Crawling through tunnels, boxes
Creeping
Squeezing a sponge
Hippity hop
Riding toys Rocking horse
Digging
Diving into a bean bag chair

Infant Day Class

Topic: **Vestibular Stimulation**

Concepts:

1. What is the vestibular system?
Sensations are received through the inner ear giving the brain the message about movement and our relation to gravity and our center of balance.
- 2 The development of this system.
- 3 How do we provide vestibular stimulation? (womb to swinging)
4. Overactive and underactive vestibular systems

Activities:

1. Obstacle course
2. Slides, swings, rocking horse/boat, push-pull toys
3. Large balls- how to use
4. Scooter Board
5. Hammock, Platform swing, Infant swing, blanket swing
6. Sit n spin
7. Rolling down wedge/hill/mats

Physical Development Module 1 p. 88, Infant Handbook, Sec. VIII, The Out of Sync Child, Carol Kranowitz

OBSERVATION 5: The Tactile Sense

The tactile sense develops earlier than any other. Your baby experienced messages through his/her skin even in utero. These skin sensations influence messages perceived by the eyes, ears, muscles, etc.; this sense profoundly affects a child's emotional, intellectual, and physical development. Observe your child's response to touching a variety of surfaces in the "path" formed by the different textures on the floor in the hall. Does your child notice the differences: Look at them? Touch them? Fall down? Seem to lose balance? Describe what you observe, remembering that there isn't a right or wrong way for your child to show what he is experiencing. Crawling the path is OK.

OBSERVATION 6: The Vestibular Sense

The vestibular sense develops as the child moves or is moved. How the child makes sense of the movement, how he balances, coordinates, holds his body upright in space, and how his hearing develops depends on the vestibular sense. The child's sense of safety and his ability to plan movements are dependent upon his vestibular sense. Observe your child's reaction to swinging in a swing and in the hammock you and I make out of a large towel. Does your child need to watch others before he is ready for a turn? Does she want more? Is the child's body relaxed, stiff, still, moving while in the hammock?

OBSERVATION 7: The Proprioceptive Sense

Proprioception is the sensory information received from the muscles and joints when bending, stretching, straightening, pulling, etc. It tells where our body parts are, their position. Observe your child during activities that stimulate the proprioceptive sense; bouncing, punching, pushing, climbing up and down, carrying heavy things, kicking, throwing. Does your child wait for help? Does your child seek out gross motor challenges? On our playground, notice how your child uses the small trampoline, the steps to the platform and/or the push toys. Rather than encouraging your child to "push the cart," or "climb the steps," walk near the equipment your child might use and see what your child chooses to do. You will be close enough to help if safety is a concern and you might say "I wonder how we can use this? What can you do with this?"

Topic: **MEALTIME**

Goal: To impart the value and importance of bringing the family together for supper and to bring more pleasure out of being together.

Reading recommendation: The Surprising Power of Family Meals, Miriam Weinstein

Icebreakers: 1). Bring a favorite kitchen item such as a plate, bowl, pitcher etc. and discuss the significance of that item. Do you remember a favorite kitchen serving bowl or plate from your childhood? 2). Develop a family motto to place on a bumper sticker.

Class Projects: 1). Bring a favorite dish to a class. Share the history of the recipe or how the recipe is significant to your family. 2). Make a recipe book. Each family brings a small container such as a photo album to collect recipes. Each family brings enough copies of the recipe to share with their classmates.

Discussion: What were mealtimes like when you grew up? What rituals do you remember? What was a common phrase that you heard at the dinner table? What was the climate or tone like at suppertime when you grew up? What do you recall of your own childhood suppers? How did they shape you? What would you pass along or change? When your children are grown what memories will they have? Does society value suppertime?

Lecture:

What is mealtime? Supper is about nourishment of all kinds. It is a time to shut out the rest of the world- no cell phones, no T.V. no video games, no door bells, no computer. It is a time to reconnect with the whole family. Supper is about prevention and repair.

Benefits of Suppertime:

- Reconnects the family
- Builds vocabulary
- Teaches communication
- Develops rituals
- Nourishes the body and soul
- Teaches family stories and rituals
- Develops socialization skills
- Provides routine and predictability
- Children learn about the expectations of others
- Provides reliable access to parents

Does it matter where you eat?

There isn't a substitution for eating at home even though you can have face to face meals in a variety of settings. Eating in restaurants can be both public and private. You are in full view of other patrons and within sound range of a roomful of strangers and yet you interact only with the people at your table. The restaurant setting offers forced togetherness. Emotions are kept in check and provide neutral ground. The downfall is that nobody feels at home. You can't kick your shoes off or move to the living room to continue a discussion. Young children can't stay seated for long periods of time so eating out may create an unhappy dining circumstance. Children tend to eat less in restaurants and less fruits and veggies are served than at home. The most common complaint about food is whether everyone's food showed up at the same time. That speaks to the ritual that no one eats before everyone's food arrives, so the social ritual of eating together outweighs the food element. Although when author Witold Rybczynski was asked to comment on the importance of where you eat, he says it doesn't matter as long as you are face to face. Children can benefit greatly by helping with food prep and mealtime prep. When helping with food preparation children feel a sense of pride and accomplishment and a feeling of connectedness to the family. This won't occur when eating in restaurants or when eating take-out.

Does it matter which room you eat in?

Yes, eat in a room with a table so you can be face to face. Clear the table of distractions.

Turn the TV off! Karen Cullen, Children's Nutrition Research Center (CNRC) at Baylor University in Houston states that there is a link between the number of hours children watch TV and weight problems. People who watch TV while eating tend to tune out their natural hunger and satiety cues. This encourages overeating. TV plays a role in what we eat. According to Weinstien's book, *The Surprising Power of Family Meals*, in 2001, Coca-Cola and Pepsi spent 3 billion dollars in advertising, Altoids spent 10 million and 2 million was spent on the National Cancer Institute's 5 a day fruit and vegetable program.

Setting the tone

According to therapist, dietician and author Ellen Satter, the secret of feeding is that "the parent is responsible for the what, when and where of feeding and the child is responsible for the how much and whether of eating". This teaches the child to listen to their bodies and their own clues about hunger and satiety and helps detangle food from relationship issues. Mealtime is not the time for lectures and disagreements. It is a peaceful time to reconnect.

Suppertime tips to reduce mealtime stress

Dinnertime is referred to as the “witching hour.” Young children tend to be fussy in the late afternoon creating the cooking with “whine” atmosphere. As people arrive home from work they may be tired, hungry and blood sugar levels have dropped.

Ideas to ease this stressful time include:

Be prepared

Menu planning

Create activities for the children including a special box of toys to use while the adult cooks

Encourage children to help with cooking preparation

Eat a small but healthy snack is necessary during food preparation

Blended Families- Do's and Don'ts

Add another chair at the table rather than taking the biological parent's place at the table

Develop a menu with the children from both families

Often complaints about food are truly about another issue

Create new rituals

Be respectful of old rituals

Be patient- relationships take time

Infant Day Class (P.D. Module II)

Topic: Weaning and Weaning Problems

Concepts:

1. Weaning is a natural progression from one method of feeding to another.
2. Each child has a natural phase of decreasing interest in the previous method.
3. Weaning from bottle to cup can begin as early as 12 mos., and be completed by 18 mos., but some bottle or breast feeding can continue without lasting problems. Discuss parent/child needs.
4. Discuss fine motor coordination in relation to feeding.
5. Discuss development of GI tract
7. Discuss the ways to wean a child.
8. Discuss need for water, juice, and milk.

Activities:

1. Try use of straws during snack time.
2. Ask parents to bring examples of different cups.
3. Practice using cups during snack time at Lab School.

Resources: Touchpoints: the Essential Reference, T. Barry Brazelton, M.D. pp. 125-126, 170-171. Becoming the parent You Want to Be, Davis & Keyser pp.161-164

Infant Day Class

Topic: Holidays and Traditions

Concepts:

1. The reason we celebrate holidays: “The more we celebrate the more certain a child can feel about being loved”— Bettelheim
2. The reason for traditions: ““The great value of traditions comes as they give a family a sense of identity, a belongingness all of us desperately need to feel that we are not just a cluster of people living together in a house, but we are a family that’s conscious of it’s uniqueness, it’s personality, character, and heritage, and that our special relationships of love and companionship makes us a unit with identity and personality: - Dobson
3. Ideas for special holidays: Thanksgiving, Chanukah, Christmas, Kwanza, etc.
4. Ideas for Birthday celebrations.
5. Holiday Stress p. 112 Family Development Module
6. Holiday Stress p. 51 Physical Development Module II.

Additional Resources:

Gaither, Gloria, and Dobson, Shirley, Let’s Make a Memory

Activities:

1. Discuss how your traditions differ from your husband’s traditions and how to blend these traditions.
2. Begin a new tradition this year as the couple becomes a new family.
3. Memory book: Make a diary of child’s growth physical, emotional, and spiritual. Write every few months and give it to your child when he grows up.
4. Scrapbook: Keep pictures and memories for your child to give back when they grow up.

Infant Day Class

Topic The Importance of Play

Toys for the Infant (Cognitive Development Module pp. 149-208), Play and Learning Infant Handbook, Sec. V pp. 22-27

Concepts:

1. What play accomplishes:
 - a. Physical Development
 1. Gross motor development (toys for this age)
 2. Stress reduction
 - b. Egocentric play-freedom to control body and master environment
 1. Toys that allow child to imitate or survive in adult world
 - c. Social development
 1. Toys that encourage interaction with others
 - d. Cognitive development
 1. Toys that encourage problem-solving or fit, sort, match
2. How to select a good toy: a good toy helps stimulate imagination, is used in different ways, is entertaining, is sturdy and does not break.
3. Avoid stimulus bombardment— put some toys away.
4. Give examples of toys for your group's ages.
5. Save money for some larger items i.e. swing set or riding toys.
6. Decrease family stress at holiday time.

Activities:

1. Each mom bring an example of their child's favorite toy.
2. Each mom bring an example of something inexpensive to make.
3. Plan a make and take project to do during Lab School.

Infant Day class

Topic: Cognitive Development, Creativity

Concepts:

1. Do you see creativity in your infant? How can you nurture creativity?
2. Development of art skills.
3. Development sequence in music.
4. Stages of imaginative play.
5. Stimulating creative expression.
 - a. Encourage children to use toys in a new way
 - b. Follow the child's lead in discovering his world – get on child's level
6. Modeling creativity.

Activities:

1. Provide a new art media i.e. add rice or sand to paint or water
2. Use bells and drums for music.
3. Use puppets during play time and play imaginative games or make puppets.
4. Use of wordless picture books.

Infant Night Class

Topic: **Understanding Temperament and the Implications for Parenting**

Icebreaker: Introvert vs. extrovert exercise: Break into two groups and plan an ideal day or plan an ideal vacation. What are the differences in how the group process? Was the extroverted group louder? Did everyone talk at the same time? Did the introvert group have trouble deciding on a spokesperson?

Introduction of Temperament: Why is it beneficial to understand temperament?

-Improves relationships at home, school and work. -Creates realistic expectations of child. – Improves self awareness -Provides parents a positive framework of discipline tactics. What are some of the dangers of not accepting our own temperament or our children's temperament? -Denial of traits, -Low self esteem, (not feeling comfortable with self), - Being unrealistic or over demanding of child, -

Important Concepts:

1. Define temperament- One can begin recognizing temperament in utero, but after the child is born and continues developing the temperament traits become more defined. Temperament remains constant, but growth and maturity enable an individual to respond to situations differently over time. Temperament is a person's way of responding to internal and external sensory information.

2. What is my child's temperament type?

3. Define and discuss the **Nine Temperamental Traits**— typical behaviors (Activity level, Rhythmicity, Approach or Withdrawal, Adaptability, Sensory threshold, Quality of mood, Intensity of Reactions, Distractibility, Persistence, and Attention Span) Use temperament questions in Infant Handbook, Sec. VI, page 6

4. Where do the parent and child fit into the 9 temperamental traits?

5. What are the three (Thomas & Chess) temperament types? (Slow to Warm, Easy and Difficult) Provide questionnaires to help assess temperament traits and temperament types. Discuss outcome of questionnaire.

6. How do you adapt parenting children with the 3 different temperament types?

7. What is **goodness of fit**? Goodness of fit exists when the demands and expectations of the parents are compatible with a child's temperament, abilities and other characteristics.

8. What are the reasons to be cautious about labeling a child? Self fulfilling prophesy, pigeon holing children, inaccurate assessment, growth and maturation change responses, and the labels sound negative. It is more important to understand the traits than to give a broad label.

Small group work: Develop some behavioral scenarios to discuss in small groups, ie. Johnny is at the mall and begins screaming. What is the behavior related to? Look at the 9 traits to discuss and problem solve. Connie becomes fretful during music time. Sarah refuses to walk in the sand at the beach.

Additional Reading: Know Your Child, Stella & Chess; The Difficult Child, Turecki, Gifts Differing, Kiersey & Bates, Becoming the Child You Want to Be, Kavis & Keyser, pp. 10-11, BCC Infant Parent Handbook, Section VI, Social Development Module, Leman, Kevin, The Birth Order Book

Experiential Learning:

1. Goodness of fit family profile (Social Development Module)

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Infant Day Class

Topic: **Sleep or Lack of It** (Physical. Development Module II pp. 4-13)

Concepts:

1. Normal sleep patterns.
2. Helping child learn to Sleep
 - a. Every baby needs to learn how to fall asleep by himself not by nursing or rocking
 - b. Establish a sleep routine and encourage good sleep habits.
3. How much sleep does a baby need?
4. Solving some common problems
 - a. Refusing to go to bed
 - b. Waking at night.
 - c. Getting up too early
5. Nightmares or night terrors
6. Separation anxiety and sleep disorders
7. How do the babies sleep pattern impact the adult relationship?

Additional Reading:

Brazelton, T. Berry To Listen to a Child

Karp, Happiest Baby on the Block

Ferber, Solve your Child's Sleep Problems

Weissbuth, Healthy Sleep habits, Healthy Child

Brazelton, Touchpoints Three to Six, pp. 432-439 and

Brazelton, Touchpoints the Essential Reference

Activities:

1. Play some “sleepy music”.
2. Use massage.
3. Demonstrate nighttime strategies to use during class.

Infant Day Class

Topic: **Characteristics of Temperament**

Sensory threshold, Quality of mood, intensity of reactions, distractibility, persistence, and attention span

Concepts:

1. What do these words mean?
2. What is your child like?
3. How do you fit with him?

Special Activities:

1. Use temperament questions on page 6 of Infant handbook
2. Play music and see who will listen and for how long
3. Shake an egg shaker behind the children while they are playing to see the reaction.
4. Use puppets— see what reaction each parent gets from their child
5. When the babies arrive at lab school, what is the quality of their mood? Are they generally happy or fussy during the daytime?
6. When faced with a difficult task, does the child persist or give up? Set up an activity to observe this circumstance.

Infant Day Classes— S.D. Module

Topic: **Characteristics of Temperament**

Activity level, Rhythmicity (Regularity), Approach or Withdrawal, Adaptability

Important concepts to discuss:

1. What do these words mean?
2. What is your child like?
3. How do you fit with him?

Special Activities:

1. Discuss regularity with eating, elimination and sleep schedules.
2. Introduce a new activity i.e. paint with water or edible play dough and see how each child responds to the new activity.
3. Have mothers trade babies and see what happens. Do they adapt?
4. Have mothers observe other babies in regards to the above traits.
5. Discuss how babies react to strangers, extended family etc.

Additional Reading: Know Your Child, Stella & Chess; The Difficult Child, Turecki, Gifts Differing, Kiersey & Bates, Becoming the Child You Want to Be, Kavis & Keyser, pp. 10-11, BCC Infant Parent Handbook, Section VI, Social Development Module, Leman, Kevin, The Birth Order Book

INFANT DAY CLASS

Topic: Temper Tantrums

Concepts:

1. Discuss the causes of temper tantrums. (Immature brain development, lack of speech, lack of experience, frustrations, transitions etc.)
2. Discuss the typical behaviors of 18 month olds and two year olds and techniques to use with them. BCC Infant Handbook, Sec. IV pp. 1-19
3. Setting limits on behavior. BCC Infant Handbook, Sec. VIII, pp. 4-10
4. Discuss Information: Infant Parent Handbook, Sec. V, pp. 44-46, Sec. X, pp.1-19
5. Natural consequences p. 116.Guidance and Discipline Module
6. Discuss approaches to handling temper tantrums How do parents feel about their parenting skills and their children during temper tantrums? Encourage parents to be kind to themselves and to develop realistic expectations of their infants abilities.

Activities:

1. Demonstrate in class techniques that can be used for this age infant. Have parents practice the techniques. Help parents feel at ease at Lab School.

Additional References: The Happiest toddler on the Block, Karp, Becoming the Parent You Want to Be, Davis & Keyser, Touchpoints: The Essential Reference, Brazelton

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Goodness of Fit Family Profile

Temperament Evaluation

Insert Relationship Strengthening

INFANT DAY CLASS

Topic: Communication Skills (Emotional Dev. Module)

Resources: Raising an Emotionally Intelligent Child, Emotional Dev. Module,

Infant Handbook

Concepts:

1. The development of communication p. 19 (Emotional Dev. Module)
2. Non-verbal and verbal communication. Do they match?
3. Barriers to Communication
4. Listening Skills: I messages, Mirroring

Activities: Choose according to age level

- ⊕ Use finger and hand puppets to communicate with the child.
- ⊕ Set out some people and animals and talk to the child
- ⊕ Communicate feelings to your child through play; show happy, mad, sad, and scared. Show verbal and non-verbal cues; name the feeling. Look in mirror and make faces.
- ⊕ Read books on feelings.
- ⊕ Sing songs about feelings: i.e. If you're happy and you know it, Wonderful Woman

Updated 7/31/07

PARENTING STYLE LESSON PLAN

GOAL: Encourage parenting style awareness of parents. Develop increased understanding of pre-discipline strategies.

SUGGESTED ICEBREAKERS and DISCUSSION:

I. Positive parenting traits.

On nametag write a parenting trait that you admire in your spouse (or yourself).

Discussion: Was this a trait that was learned, if so how?

Discuss how parenting is more challenging today.

- A. There is no training to become a parent. How many of your parents attended parenting classes?
- B. In many instances, the extended family no longer lives near us.
- C. Society has changed from a superior/inferior model to a more democratic model.
- D. We live in stressful times (two working parents, work longer hours, information highway, many choices on all levels, environmental issues etc.

II. Encouragement/Self-Esteem Icebreaker

State a variety of discouraging remarks that a parent may say to their child or to each other. Each time a remark is made squeeze out a bit of toothpaste on a paper. Key point: While it is easy to make discouraging statements it is not easy to take them back; just as it is not easy to put the toothpaste back in the tube.

III. Discussion

What are some encouraging comments we make to our spouses and our children?

What is the difference between encouragement and praise? Praise rewards a child and lets her feel accepted and valued by the parents- only when she performs.

Encouragement boosts a child and lets her accept and value herself.

IV. DEVELOPMENT OF PARENTING STYLES

Explain what the three parenting styles are: 1).autocratic (hands-on), 2).democratic (hands-joined), and 3).permissive (hands-off).

The Parenting Questionnaire (in your hand out packet) is a nice way to begin discussing each parent's style of parenting and factors influencing their style.

Suggested activities for using the last question on the bottom of the questionnaire include:

- 1. Write each parenting style on a sheet of paper. Have 3 volunteers stand and hold up the labels-Democratic, Autocratic or Permissive. Tell the rest of the group to stand in front of the person holding up the card that best describes their parenting style.
- 2. Break up into couples and discuss your parenting style. Include question 7 from the questionnaire.
- 3. Pass a parenting style chart around the room. Parents may put their initials next to their parenting style.

V. ESTABLISHING RULES.

Children need rules as a way of setting limits. Rules help children know what is expected of them. Rules should be clear, simple and broad. Our words and actions should match when teaching rules. Children learn concretely.

Give examples of lab school rules.

- 1).Walking feet inside.
- 2)Use inside voices.
- 3).People are not for hitting or hurting.
- 4). Snacks are eaten at the table.

What do these rules have in common?.

How have you determined your household rules? Do you always agree on your rules?

How are your rules different from your parents or your friends rules?

Tell The Two Peach Rule Story. (It is enclosed in your packet.)

INFANT NIGHT CLASS

TOPIC: Discipline A Positive parenting Perspective

Concepts:

1. Explore the guidance and discipline each parent received; what they want to pass on to their children and what they want to discard.
2. The difference between punishment and discipline.
3. Discuss natural consequences, problem-solving, redirection, choices, S.T.A.R and ignoring inappropriate behavior
4. Discuss negative techniques: spanking, yelling, and time out
5. How to stop negative behavior. P. 9-11 Guidance and Discipline Module.
6. How to encourage desirable behavior. p. 15-16 G&D module.
7. What are parent rights?
8. Channels of communication p. 84-87 G&D Module and problem-solving technique p. 118-119 G&D Module.

Activities:

1. Exercises 2nd p. 9-10 G&D Module.
2. Exercises p. 29 G&D Module.
3. Time wheel p. 49-51, G&D Module.
4. Parent Values ;. 61-77, G&D Module.

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LESSON PLAN
DISCIPLINE: A POSITIVE PARENTING PERSPECTIVE

GOAL: To encourage parents to adopt, practice and be comfortable using positive discipline strategies.

SUGGESTED ICEBREAKERS AND DISCUSSION

Have parents list a trait they would like their child to have on a nametag. For example they may say want their child to be responsible, independent, loving, or caring. Then discuss- “What are some strategies the parents can implement to encourage development of these traits?” After a brief discussion, introduce your topic and tell them that you have some information that will encourage development of the desired traits.

INFORMATION

Discipline is a teaching opportunity. The word discipline means to teach or to train. The ultimate goal of discipline is to teach self-control. What word comes to mind when we hear the word discipline? What is the difference between punishment and discipline?

Punishment

- *Focus on immediate results
- *May harm self esteem
- *Teaches that violence is o.k.
- *Parent controls child
- *Parent thinks for child
- *Invites rebellion
- *Fear based
- *Increases stress hormone- cortisol

Discipline

- *Focus on long term impact
- *Builds self-esteem
- *Respects the child
- *Child learns self-control
- *Child learns to problem solve
- *Fosters responsibility
- *Relationship based

Teach parents S.T.A.R. technique: Stop, Take a Deep Breath and Relax {Three deep breaths to move from brain stem to the cortex of the brain. “I am safe.” “I feel calm.” “I can handle this.”}

Discuss factors that influence the way we parent:

Health of parent/child and other parental stressors

Family Stress: jobs, out of town guests, changes in routine

The parenting style and philosophy in which the parents were reared

Employment of parents

Parental relationship

Parent bonding and attachment with child

Emotional factors

Extended family/support system and influence

View on safety of child

Environmental factors- live near busy street, body of water, neighborhood issues

Appreciation of age and stage of child

Temperament of parent/child- goodness of fit

Parents coping skills, ability to problem solve

Discipline: An Historical Perspective

{1900 – 1920's}

Children to be seen and not heard

Harsh and punitive discipline style

Children were thought to be susceptible to the devil and parents had to beat the devil out of them.

1920's Statistics:

Loaf of bread: 9 cents

Cost of Average house: \$4.113

Median Age of Woman's 1st marriage: 21.2

{1930's – 1940's}

Parents began looking to scientific experts such as behaviorist John B. Watson who believed children could be conditioned like Pavlov's dogs.

Cold emotional environment- Parents were discouraged from holding, hugging, kissing their children for fear of spoiling them.

{1950's – 1960's}

Benjamin Spock's Baby and Child Care book- It's okay to respond to infants needs without spoiling, father's role more tender

Individual differences were emphasized.

Strict feeding schedules and early potty training were thought to be appropriate

Playdough- 1956, Mr. Potato Head- 1952, I Love Lucy- 1952-57, Tylenol- 1960, Pampers- 1961, 1969- Sesame Street,

{1970's – 1980's}

More permissive style of parenting, emotions were focused on at the expense of setting limits

1971- Maslow- Hierarchy of Needs

1975 - Parent Effectiveness Training, Gordon

1987 – Systematic Training for Effective Parenting, Dinkmeyer

Family size reduced to one or two children

Husbands encouraged to stay in delivery room

1977 -Temperament Theory, Thomas and Chess

Breast feeding replaced bottle

1971 – Disney World, 1978 - 1st invitro fertilization

Super mom of 1980's: cook like Julia Child, have a career, be romantic, have super kids

Children's Social and academic calendar becoming more crowded

{1990's}

Children are to be seen, heard, acknowledged, and loved.

1991- Attachment Theory, Ainsworth and Bolby

1992- Touchpoints, T. Berry Brazelton, M.D.

1997- Social - Cognitive Theory Bandura

1997- Raising an Emotionally Intelligent Child, John Gottman, Ph.D.

Woman waiting until later to have children

Women's hospital stay reduced to 24 hours after delivering child

1994- Back to Sleep Campaign

1990's Statistics:

Average household: 2.67

Cost of Average house: \$86,529

Cost of Loaf of bread: 84 cents

Median age of 1st marriage: 24.5

{2000 – present}

Children to be listened to and loved

Parents concerned with need to provide early education and stimulation.

Social and academic schedules become increasingly important

Parenting styles vary and include: democratic, authoritarian and permissive

Parents waiting later to have children

2000- Conscious Discipline, Becky Bailey

Information highway- personal computers, lap top computers, internet, e-mail, cell phones, I pods, blackberry's

Positive Discipline Strategies- describe and discuss

Distracting, Ignore Behavior, Structure Environment, Be Consistent, Be Clear, Have Realistic Expectations, Follow Through, Notice Positive Behavior and Describe to child, Focus on what you want to happen Natural and Logical Consequences, Set Limits, Take Time to Teach, Give a Warning when Changing activities, Use transitional activities such as songs, games and rhymes, Redirect, Distract, Model Appropriate Behavior, Offer Choices when appropriate, Take Time for Play and Affection, Provide Quiet Time, Humor, Let your Child Grow at their own pace; Honor the child's impulse, Use Active listening(mirroring), Use I-messages, Sports Casting, Use easy, Simple, Clear Speech to Communicate, Match Verbal and Non-verbal Communication, Use an Assertive Voice, Repetition, Repetition, Repetition,

Negative Discipline Strategies

Nagging, Yelling, Lecturing, Threatening, Forcing, Being Sarcastic, Spanking, Commanding, Offering No Choices, Humiliating, Judging, Disrespecting, Pressure to Perform

Focus information giving on natural and logical consequences, distraction, limit setting and choices.

EXPERIENTIAL: Practice, Practice, Practice

Materials: Signs with the following type of parenting techniques 1.Natural Consequence Parent, 2. Logical Consequence Parent, 3. Reward Parent, and 4.Punishment Parent. It is helpful to provide props to go along with each type of parenting style such as a book and a pair of glasses for the logical parent, a wand, a crown, candy, and stars for the reward parent, a ruler or paddle, and a whistle for the punishment parent. The natural consequence parent doesn't need props as these occur in the natural environment.

Give several scenarios and have the group decide how each type of parent would handle the situations. Examples could include these scenarios:

- 1. Child scribbles on the wall**
- 2. Child refuses to get into the car seat**
- 3. Child refuses to wear jacket on a chilly day**
- 4. Child bites a playmate or parent**

ADDITIONAL DISCUSSION:

Circumstances and behaviors that may be difficult for parents and ways to handle those situations.

Rather than using personal names, can say I know someone who...and give example.

Use real time class examples during discussion.

DISCIPLINE

D is for Dignity and Development

I is for Independence and Integrity

S is for Sense of Humor

C is for Caring and Curiosity

I is for Initiative

P is for Perseverance and Problem Solving

L is for Love

I is for Interest

N is for Natural Consequences

E is for Educate, Energy, and Expectations

Infant Daytime Curriculum

Topic: Discipline Daytime Discussion

Concepts:

1. What is discipline?
2. What are the goals of discipline?
3. How were you disciplined?
4. Discuss and give examples of the techniques of limit setting, natural and logical consequences, distraction and choices.
5. What behaviors can be tolerated?
6. Which behaviors are difficult for you and why?
7. How does your relationship impact discipline? Give Floortime information.
8. How do you change behavior?
 - a. Change person
 - b. Change situation.
6. Decreasing undesirable behavior.
7. Responsibility and independence.
8. Are your expectations realistic?
9. Is the behavior related to development, temperament, or the environment?
10. Is the environment ready for the baby?
11. Model S.T.A.R (Stop Take a Deep Breath and Relax) technique
12. What is inner speech and when is it developed?
13. Provide follow up discussion from Discipline night meeting.

Updated 7/31/07